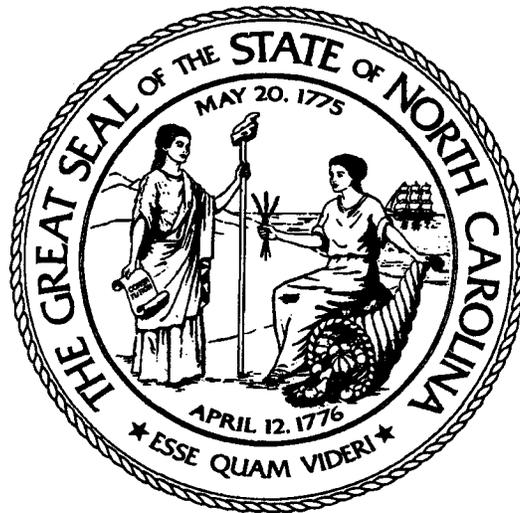


**LEGISLATIVE
RESEARCH COMMISSION**

MINORITY MALES STUDY COMMITTEE



**REPORT TO THE
1995 GENERAL ASSEMBLY
OF NORTH CAROLINA**

**A LIMITED NUMBER OF COPIES OF THIS REPORT IS AVAILABLE
FOR DISTRIBUTION THROUGH THE LEGISLATIVE LIBRARY.**

**ROOMS 2126, 2226
STATE LEGISLATIVE BUILDING
RALEIGH, NORTH CAROLINA 27611
TELEPHONE: (919) 733-7778**

OR

**ROOM 500
LEGISLATIVE OFFICE BUILDING
RALEIGH, NORTH CAROLINA 27603-5925
TELEPHONE: (919) 733-9390**

TABLE OF CONTENTS

LETTER OF TRANSMITTAL.....	i
LEGISLATIVE RESEARCH COMMISSION MEMBERSHIP.....	ii
PREFACE.....	1
COMMITTEE PROCEEDINGS.....	3
FINDINGS AND RECOMMENDATIONS.....	33
APPENDICES	
RELEVANT PORTIONS OF UNRATIFIED H.B. 1319 (2ND EDITION) OF THE 1993 SESSION, THE STUDIES BILL, AND SENATE BILL 1236 OF THE 1993 SESSION.....	A-1
MEMBERSHIP OF THE LRC COMMITTEE ON Minority Males.....	B-1
. . .	
LEGISLATIVE PROPOSAL I -- A BILL TO BE ENTITLED AN ACT TO ESTABLISH THE STATUS OF MINORITY MALE COMMISSION Analysis of the Bill	C-1
LEGISLATIVE PROPOSAL II -- A BILL TO BE ENTITLED AN ACT TO REQUIRE THE BOARD OF GOVERNORS, THE STATE BOARD OF EDUCATION, THE DEPARTMENT OF PUBLIC INSTRUCTION AND THE TEACHING FELLOWS COMMISSION TO STUDY HOW TO INCREASE THE NUMBER OF MINORITY TEACHERS IN PUBLIC SCHOOLS AND TO STUDY THE USE OF SCHOOL FACILITIES FOR COMMUNITY BASED ORGANIZATION ACTIVITIES.	D-1
LEGISLATIVE PROPOSAL III -- A BILL TO BE ENTITLED AN ACT TO ESTABLISH THE COMMUNITY BASED PARTNERSHIP AND GRANT PROGRAM AND TO ESTABLISH A GRANTS INFORMATION NETWORK. Analysis of the Bill	E-1
LEGISLATIVE PROPOSAL IV -- A BILL TO BE ENTITLED AN ACT TO REQUIRE THE DEPARTMENT OF HUMAN RESOURCES, DIVISION OF YOUTH SERVICES TO STUDY AND DEVELOP PROPOSALS DESIGNED TO ENHANCE THE SUCCESS OF YOUTH RELEASED FROM JUVENILE CONFINEMENT FACILITIES.....	F-1
ACKNOWLEDGEMENTS.....	G-1

STATE OF NORTH CAROLINA
LEGISLATIVE RESEARCH COMMISSION
STATE LEGISLATIVE BUILDING
RALEIGH 27601-1096



January 11, 1995

TO THE MEMBERS OF THE 1995 GENERAL ASSEMBLY:

The Legislative Research Commission herewith submits to you for your consideration its final report on Minority Males. The report was prepared by the Legislative Research Commission's Committee on Minority Males pursuant to G.S. 120-30.17(1).

Respectfully submitted,

Handwritten signature of Daniel T. Blue, Jr. in cursive script.

Daniel T. Blue, Jr.
Speaker of the House

Handwritten signature of Marc Basnight in cursive script.

Marc Basnight
President Pro Tempore

Cochairmen
Legislative Research Commission



1993-1994

LEGISLATIVE RESEARCH COMMISSION

MEMBERSHIP

President Pro Tempore of
the Senate
Marc Basnight, Cochair

Senator Austin Allran
Senator Frank W. Ballance, Jr.
Senator R. L. Martin
Senator J. K. Sherron, Jr.
Senator Lura S. Tally

Speaker of the House of
Representatives
Daniel T. Blue, Jr., Cochair

Rep. Harold J. Brubaker
Rep. Marie W. Colton
Rep. W. Pete Cunningham
Rep. Bertha M. Holt
Rep. Vernon G. James

PREFACE

The Legislative Research Commission, established by Article 6B of Chapter 120 of the General Statutes, is the general purpose study group in the Legislative Branch of State Government. The Commission is cochaired by the Speaker of the House and the President Pro Tempore of the Senate and has five additional members appointed from each house of the General Assembly. Among the Commission's duties is that of making or causing to be made, upon the direction of the General Assembly, "such studies of and investigations into governmental agencies and institutions and matters of public policy as will aid the General Assembly in performing its duties in the most efficient and effective manner" (G.S. 120-30.17(1)).

The Legislative Research Commission, prompted by actions during the 1993 Session, has undertaken studies of numerous subjects. These studies were grouped into broad categories and each member of the Commission was given responsibility for one category of study. The Cochairs of the Legislative Research Commission, under the authority of G.S. 120-30.10(b) and (c), appointed committees consisting of members of the General Assembly and the public to conduct the studies. Cochairs, one from each house of the General Assembly, were designated for each committee.

The study of Minority Males would have been authorized by Section 2.1 (91) of the 2nd Edition of House Bill 1319 which passed both chambers but inadvertently was among the bills not ratified at the end of the 1993 Session.

Part II of the 2nd Edition of House Bill 1319 would allow studies authorized by that Part for the Legislative Research Commission to consider Senate Bill 1236 in determining the nature, scope and aspects of the study. Section 3 of Senate Bill 1236

reads in part: "The Commission shall...gather accurate and reliable data and research information pertaining to the status of racial minority male children and youth in North Carolina...". The relevant portions of the 2nd Edition of House Bill 1319 and Senate Bill 1236 are included in Appendix A. The Legislative Research Commission authorized this study in the Fall of 1993 under authority of G.S. 120-30.17(1) and grouped this study in its Education area under the direction of Representative W. Pete Cunningham. (House Bill 1319 was later amended and ratified in 1994 with the Legislative Research Commission studies 2nd Edition language deleted because the Legislative Research Commission had already acted on these matters).

The Committee was chaired by Senator William N. Martin and Representative Jerry Braswell. The full membership of the Committee is listed in Appendix B of this report. A committee notebook containing the committee minutes and all information presented to the committee is filed in the Legislative Library.

COMMITTEE PROCEEDINGS

The following is a summary of the meetings of the Minority Males Study Committee. The minutes and all documents received by the Committee are available in the Committee notebook on file in the Legislative Library.

December 29, 1993

At its organizational meeting in Raleigh, the Committee began formulating its course of action. The consensus was that the Committee should gather valid statistics, data and other necessary information to provide the Committee with a more informed perspective and status assessment of minority males in North Carolina.

The Committee divided into two work groups to discuss what elements, processes and procedures were critical to the Committee's fact-finding and a successful resolution of the issues facing minority males. Some of the primary issues the work groups focused on included:

1. The value system of today's youth;
2. The breakdown in the ability or willingness of the family unit to engender respect for authority and to serve as a model for proper and acceptable behavior;
3. The absence of diminution of positive values from within the family being reinforced by means outside the family;
4. Providing the opportunity for youth to learn about acceptance, security, structure in life, respect for self and others, development of positive family

and societal images, positive viewing of life opportunities, interconnectedness with other human beings, knowledge as to the impact of "choices and consequences"; appreciation of diversity in society, the dignity of achievement, and the need to provide support systems that allow our youth to stand up to negative peer pressures;

5. The need to explore why some individuals succeed while others from the same environment do not;
6. Identification of successful programs and efforts currently in place, and an examination of those programs to determine reasons for their success;
7. The need to examine the causes of the problems in a much more concrete and comprehensive manner that leads to a better understanding of the problems;
8. The importance of public hearings, and the gathering of valid statistics, data and other information;
9. The importance of collaboration and cooperation between social service organizations, educational institutions and the criminal justice system; and
10. Stressing appreciation for the achievements of prominent African American, honesty, hard work and spiritual guidance.

Concluding that there were numerous contributing factors and possible solutions that should be taken into account, the Committee consented to have the cochairs prepare a proposed work plan for consideration at the next meeting.

January 14, 1994

At the second meeting, the cochairs presented their proposed work plan. The plan set forth a tentative meeting schedule and provided that the Committee would concentrate its efforts on the following issues: (1) Education; (2) Criminal Justice; (3) Economics; and (4) Health. The work plan proposed that the Committee begin its focus on the education area and that work in each area of concentration should continue in depth until work in that area was completed. In adopting the proposed work plan, the Committee acknowledged that all of the areas were interrelated and that it would be difficult to separate totally one area from the others.

After adopting the work plan, the Committee commenced its review of education issues. Dr. Henry Johnson, Assistant Superintendent, Department of Public Instruction, presented statistical information relative to the status of minority students in the education environment.

Dr. Johnson provided information indicating that there is a closing of the gap in the SAT scores for African American students and Caucasian students. However, he felt that the remaining gap is still unacceptable. He said that math and science are the areas of greater weakness for the African American student.

Dr. Johnson reviewed a chart showing the proficiency levels for grades three through eight. That information indicates that African-American males and Native-American males did not perform as well as any other sub-population group in our schools. Among other reasons, this situation may be a resulting effect of African American and Native American males being in school settings with predominantly white female teachers.

Ms. Wandra Polk, Department of Public Instruction, continued with a review of two task force reports published by the Department. Those reports were "The African American Male Task Force Report" and "A Closer Look: The Achievement of Culturally Diverse Students".

In reviewing, the African American Male Task Force Report, Ms. Polk stated that the research focus was on compiling data on African American males Pre-K through grade twelve. The data indicates that (1) the African American population is increasing in the schools; (2) the SAT scores of African American students, while increasing, are still consistently lower than that of Caucasian students; (3) the number of African American male teachers have drastically decreased to only 2.9% in our public schools; and (4) the dropout rate for African American males is increasing while the overall dropout rate is decreasing.

Regarding the performance data, Ms. Polk stated that there is a correlation between teacher expectations and student performance. She stated that research shows that majority teachers have a different expectation of African American males students and that a drop in achievement levels begin around grade four. This observation, she suggested, points out the need for more African American teachers and sensitivity training for majority teachers. Regarding the dropout rate data, Ms. Polk stated that contributing factors include absenteeism, employment, economics and academic problems.

Ms. Polk provided other information indicating that there is a disproportionate number of African American students in special education classes: 42% in behaviorally-emotionally handicapped programs, 58% in educable mentally handicapped programs;

and 36% in special education programs. Ms. Polk noted that less than 8% of African American males were enrolled in academically gifted programs. She also noted that while the number of African Americans entering college has increased, the number of African American males enrolling in college has decreased. Only 7% of African American males enroll in college as compared to 35% for Caucasian males.

Ms. Jo Ann Norris, Associate Director of the Public School Forum, came before the Committee to discuss the Teaching Fellows Program. She explained that in 1986 the program was implemented to reverse the trend of a decreasing number of students entering the teaching profession. She stated that the program is the the most ambitious statewide recruitment and scholarship program for teachers in the United States.

In its eight years of operation almost 2800 high school seniors have been selected as Teaching Fellows. Of the total scholarships awarded, 2328 Fellows were Caucasians and 458 Fellows were minorities. Of the nine campuses chosen initially to participate in the program, two were Historically Black Universities. There are now thirteen participating campuses and two additional predominantly black universities are eligible to participate as soon as they meet the minimum requirements of enrolling at least fifteen Fellows. Approximately, 679 Teaching Fellows are teaching currently in ninety-one counties.

Ms. Gladys Graves, Director of Teaching Fellows Program, spoke to the Committee about recruitment efforts. She noted that the traditional pools of teachers (minorities and women) had diminished because many other opportunities are now available to those groups. She stated that the General Assembly's concern that only quality recipients receive their scholarships is evidenced by the fact that the legislation required

the adoption of stringent standards to include minimum grade point averages and SAT scores.

Ms. Graves indicated they found that minority students were not applying because they lacked information about the program. To reverse the trend of low numbers of minority applicants, a program called Project Teach was introduced through a grant secured from the National Conference of State Legislatures. Project Teach was a teacher recruitment program that targeted minority students. Ms. Graves indicates that it had been successful in increasing the number of minority applicants for Teaching Fellows.

Sen. Martin came before the Committee to discuss briefly SB 12: Strengthening Family Resources. The intent of the legislation is to establish Family Resource Centers at or near schools to coordinate various efforts needed to address the problems of the student and their families at an early stage. He emphasized that the focus is on prevention and intervention. Sen. Martin explained that he was hopeful this initiative would be included in the Governor's proposal for the pending crime session.

Ms. Linda Hyler, President/State Director of North Carolina Cities in Schools and Ms. Jacquie Kennedy, Executive Director of Durham Community in Schools spoke in support of the Family Resource Center concept. Both speakers explained that their programs work with at-risk children and their families. Both felt that their programs could work well in collaboration with initiatives such as Smart Start and the Family Resource Centers.

Members of the public were given an opportunity to address the Committee. Those speaking included Dr. Andrew Chishom, Director of the Southern Region Violence and Substance Abuse and Prevention Center and Mr. Bruce Rogers.

January 28, 1994

Sen. Martin explained that the majority of the meeting's agenda would be devoted to reviewing the Governor's legislative proposals for the pending legislative session on crime, particularly those proposals that may have an impact on minority males.

Rep. Braswell said that, though it appeared the pending session may interfere with the scheduled work of the Committee, he felt that the work in the education area particularly the issue of minority teacher recruitment should continue. A subcommittee was formed to continue with those efforts.

Prior to the presentations concerning the crime session, Mr. Harry Bruell and Ms. Denise Rowson, came before the Committee to discuss the Durham Service Corps. They explained that the program started three years ago is based on the concept of the Civilian Conservation Corps. The program provides educational and job training.

Sen. Martin reported on a forum held by the Z. Smith Reynolds Foundation for programs working with minority males. Sen. Martin stated there is a clear need for coordination of efforts and to focus on programs that have the capability of providing services more effectively than the public sector. Sen. Martin reviewed some of the common aspects of the programs including that most incorporated mentoring, academic and early intervention components.

Ms. Beryl Wade, Assistant Legislative Counsel, Office of the Governor, was recognized to introduce the Governor's legislative package for the crime session. She indicated that North Carolina's crime rate ranking had gone from 32nd to 16th in the nation. She said that the Governor felt it was time to respond to the situation. The Governor's plan focused on both punishment and prevention initiatives.

Ms. Karen Garr told the Committee that the Save Our Students Program (S.O.S) was the primary prevention component of the Governor's package. The S.O.S. Program, designed to address the needs of middle school students, would provide after school supervision and enrichment activities between 3:00 - 6:00 p.m. on school days. Ms. Garr explained the funding proposal for the program's operation.

Committee discussion of the proposal followed Ms. Garr's presentation. The Committee noted there was need to carefully consider whether public funds are actually reaching program participants or just creating new jobs and more bureaucracy. A member of the public, Ms. Pamela Magette noted that the SOS program cannot be effective as a community based program if it is operated by persons who are not part of the community and in schools that are not a part of the community.

Mr. Robin Britt, Secretary of Human Resources, spoke on the Family Resource Centers component of the Governor's package. He explained that the Family Resource Centers would provide service for families and children at risk between the ages of Smart Start and middle school. He spoke to the successes of this concept in Kentucky and other states. He indicated that the program would provide for better coordination of services to the entire family because resolution of children's problems must often be achieved

through interaction with the family. He said the centers would assist parents in the areas of health, literacy, parenting, substance abuse and other social services. The program's objective is to get away from being rescuers and allow people to help themselves.

Secretary Britt reviewed proposals to enhance alternatives to training schools, including the Wilderness Camps, Boot Camps, and the Governor's One-on-One program. He also explained there was a proposal to increase the number of training schools beds. This proposal, in part, was a response to a lawsuit involving overcrowding in the State's detention centers.

The Committee heard a presentation by Ms. Gwen Chunn and Ms. Vicky Church of the Division of Youth Services, Department of Human Resources on the study "Embracing Diversity, Expanding Common Ground, The Disproportionate Incarceration of North Carolina's Minority Children." Ms. Chunn indicated that the study revealed that African American children are five times more likely to be incarcerated than Caucasian children. She noted this is not due to the severity of crimes committed by minority children, but is due to the lack of support systems within the family or the community. Of these African American children, 89% are males.

Ms. Church summarized the following areas covered by the study: (1) Race, Gender and Age, (2) Offense Histories, (3) Families, (4) Schools, (5) Alcohol and Drugs, (6) Health and (7) Runaways. A complete copy of the report is included in the Committee's notebook.

Members of the public were given an opportunity to address the committee. Those speaking included Dr. Andrew Chishom, Ms. Pamela Magette, and Ms. Marian Stallings, North Carolina Association of Educators.

April 14, 1994

The Committee met to review its progress and regroup following the 1994 Special Session on Crime. Committee Staff reviewed the substantive ratified legislation that was most relevant to the work of the Committee. Legislation discussed included the Support our Students (SOS) Grant Program, the Family Resource Centers Grant Program, Intervention/Prevention Grant Program and increased funding to the Governor's One-on-One Program. The Committee was informed of amendments to the Juvenile Code including one that authorizes juveniles 13 years old to be transferred to Superior Court for trial.

After the Crime Session review, the Committee heard from Ms. Ion Perry, Mr. Wayne Dillon and Ms. Marsha Boyd all from the Department of Public Instruction. Those individuals came before the Committee to provide additional information about Project Teach. They reiterated that the program is designed to assist in the recruitment of minority teachers. The Committee received information about how and where the program operates. It was suggested that funding for a full-time coordinator and operation in every school system that would like to participate would enhance the program's success.

Committee members expressed concern about the low numbers of minorities in the teaching profession. The Committee asked for statistical data and other information

that might provide insight as to why minorities are not going into the profession. The DPI representatives stated that low salaries and a lack of respect for teaching were among reasons they think many qualified minority students do not enter the profession.

The meeting concluded with discussion regarding the future work of the Committee. The consensus was that there was still a lot of work to do, and concerns were expressed that the Committee needed to spend time on the other areas of concentration. It was agreed that the subcommittee on education would continue to review the education issues so that the Committee as a whole could begin to review other areas. It was noted that while focusing on health, education, economic development and criminal justice factors, it was critical to place emphasis on sociological, psychological, attitudinal and values factors also.

April 28, 1994

The Committee met to begin planning for the public hearings and meetings after the 1994 legislative session. Prior to the planning session, the Committee received follow-up reports from the Department of Public Instruction.

Mr. Wayne Dillon provided the Committee with a copy of a report entitled "The Ethnic Distribution of Teachers and Support Personnel by Education Level and Years of Experience." The information presented by Mr. Dillon indicated that, while African Americans constitute 19.19% of North Carolina's population over age 19, only 10.44% of African Americans have bachelor degrees. This, in his assessment, significantly limits the field for minority teacher recruitment.

Sen. Martin reported on his trip to Delaware and New York to learn about two correctional programs dealing with substance abuse. Sen. Martin said that it was evident in the programs he visited that African Americans are affected disproportionately by substance abuse. Sen. Martin spoke highly of the "therapeutic community" concept employed in these facilities. These programs address treatment and rehabilitation. These programs strive to return a productive citizen to the community by dealing with behavior modification. The problems are addressed in a holistic approach looking at family, social, educational, psychological, vocational and legal variables. It appeared that when these individuals who are substance abusers returned to the community is a direct function of what happened while they are in the system and the type of aftercare available.

The Committee received two other reports for their information. Mr. Norman Camp, Department of Public Instruction, came before the Committee to discuss how the Intervention/Prevention Grant Program planned to operate. Committee Staff provided information about minority males studies in other states. Staff informed the Committee that ten states have conducted similar studies and that all of those studies focused on similar concentrations: Employment, Education, Health, Criminal Justice, Economic Empowerment and Social Factors.

Following the aforementioned reports, the Committee discussed plans for the public hearings and meetings. The Committee discussed the number of hearings, locations, length and potential participants. The Committee discussed the use of community focus groups and panels to facilitate fact-finding, but were cautioned not to lose sight of the need to hear from the average person.

Following their discussion, the Committee agreed to hold six hearings in Hickory, Charlotte, Greensboro/High Point, Wilmington, Ahsokie and Robeson County. The consensus was that the combined use of focus groups/panels and public hearings would be beneficial.

May 12, 1994

The Committee met to receive further information regarding the Family Resource Centers and Support Our Students legislative initiatives enacted in the 1994 Special Session on Crime. Mr. Peter Leousis, Department of Human Resources, appeared before the Committee to discuss these initiatives.

Mr. Leousis explained that the Department was in the process of developing application procedures for both grant programs. Mr. Leousis explained that the Department was interested in funding demonstration programs and using that knowledge to expand to other sites across the State. He stressed the importance of mobilizing and utilizing local resources to sustain these programs. The Committee was provided information about conferences the Department planned to hold across the State to increase public awareness of the grant application process.

Mr. Al Dietch, Youth Advocacy Involvement Office, Department of Administration, came before the Committee to discuss the Minority Adoption Recruitment Program. He indicated that North Carolina is trying new initiatives, such as the Adoption Awareness Tours, to sensitize and educate public officials and community leaders on the problems of foster care. He indicated that 52% of children available for adoption

are African American. The Committee was shown a short film entitled "Black Boys Are Wonderful" which promotes the adoption of African American males.

At the conclusion of Committee discussion, it was noted that this meeting would be the last one prior to the end of the short session. The consensus was that the Committee had a great mission before it in trying to identify all of the problems facing minority males.

August 19, 1994

The Committee met to regroup after the 1994 legislative session and finalize plans for its public hearings and meetings. The cochairs informed the Committee that due to the length of the session there was a need to modify the proposed schedule. The cochairs suggested that the number of hearings be reduced from six to three. The proposed sites were Ahoskie, Fayetteville and Greensboro. After discussion, the Committee adopted the schedule as proposed by the cochairs.

Ms. Mary Leaver and Ms. Leila Tvedt of the North Carolina Agency for Public Telecommunications (NC APT) spoke to the Committee about utilizing their services as a means of receiving further input from across the State. The consensus of the Committee was that it was a good idea and instructed Committee Staff to work along with NC APT to see what could be arranged.

September 9, 1994

The Committee held its first meeting/public hearing at Roanoke-Chowan Community College in Ahoskie. After introducing Committee members and staff, Sen. Martin gave a brief explanation of the Committee's purpose and mission. The Committee was welcomed to the campus by Dr. Harold Mitchell, President of Roanoke-Chowan Community College.

A panel of local public and community leaders spoke to the Status of the Minority Male in Northeastern North Carolina. The panel included: (1) Ms. Frenchie Bunch, Assertive Outreach Counselor, Hertford County Mental Health Center; (2) Mr. Stanley Edwards, Assistant Superintendent, Halifax County Schools; (3) Mr. Wendell Hall, Assistant Superintendent, Hertford County Schools; (4) Mr. Jerome Brown, Director, Hertford County Department of Social Services; (5) Mr. Landon Miles, Executive Director, Eastern Minority Economic Development Corporation; (6) Mr. Weyling White, Court Counselor for Juvenile Services (District 6B); (7) Dr. Alton Anderson, M.D.; and (8) Ms. Ann Riddick, Program Director, Exodus For Youth, Incorporated.

The panel participants discussed various factors that have a negative impact on minority males, however, several common themes evolved. Generally, concern was expressed that minority males lack: (1) role models at home and in their community, particularly in the schools; (2) values, spirituality, self-concept, self-esteem, social and conflict resolution skills which encourages them to give into peer pressure; (3) employment and economic opportunities which generates an apathetic attitude towards education; and (4) recreational outlets which leave youth without constructive use of their time.

The panelists noted that minority males feel that no one is concerned about them, and that they do not trust adults enough to open up to them. They feel that their role models have failed them or are not available to them.

The panelists acknowledged that the plight of minority males cannot be addressed in a vacuum or in isolation. Consequently, they addressed issues affecting the home and community life of minority males such as the effect of single parent households, lack of parenting skills, and lack of economic and employment opportunities available to parents. The panelists discussed also the lack of coordination of resources, collaboration and networking in the minority community.

The recommendations the panelists shared with the Committee included: (1) increasing minority male presence in the school systems by recruiting more principals, teachers, guidance counselors, and administrators; (2) enhancing minority teacher recruitment efforts; (3) funding for role model/mentoring type programs; and (4) increased funding and technical assistance to rural schools systems.

Other recommendations included consideration of specialized residential facilities and family treatment programs. The Committee felt that specialized residential treatment facilities could engender success and felt that the recommendation warrants further investigation.

Members of the public were given an opportunity to address the Committee. Those speaking, included Rev. Lyn Bradley, Halifax County; Ms. Deborah Howard, Hertford County 4-H Program; Ms. Patricia Ferguson, Bertie County Commissioner; Rev. Claude Odom, Administrator, Multi-Purpose Homes, Division of Youth Services, Mr.

Cola Ashe, Guidance Counselor, Hertford County High School; Ms. Reba Green-Holly, Gates County 4-H Program; Mr. Ray Wallace-Casey, Concerned Black Men, Inc.; and Ms. Agnes Green, High School Guidance Counselor.

The public persons speaking before the Committee reiterated similar concerns and recommendations expressed by the panel. They discussed also various programs working with minority males in their respective areas. The representatives of community organizations expressed desires to amend community based funding initiatives so that the funds could be used for transportation since that is a problem in rural areas.

The Committee met briefly at the conclusion of the meeting/public hearing to discuss plans for the Fayetteville meeting.

October 21 - 22, 1994

The Committee held its second meeting/public hearing at Fayetteville State University. Rep. Braswell called the meeting to order and explained the purpose and mission of the Minority Males Study Committee. After remarks by Sen. Martin, the Committee was welcomed to the campus by Dr. W. T. Brown, Assistant to the Chancellor, Fayetteville State University.

Again, a panel of local public and community leaders spoke to the Committee concerning the status of minority males. Participating on the panel were: (1) Dr. W. T. Brown, Assistant to the Chancellor, Fayetteville State University; (2) Dr. Paul

Carter, M.D.; (3) Mr. Gus Weber, Fayetteville Minority Business Development Center; and (4) Mr. Glenn Adams, Attorney-at-Law.

The panelists agreed generally that many of the problems facing minority males hinge on issues involving education, economics and employment. The panelists discussed the correlation between economic status, education and health. The lack of role models, particularly in our schools, was discussed as well. The panel stressed the importance of identifying with like individuals and fitting in one's environment.

This panel recognized also that the problems cannot be viewed in a vacuum. As one panelist noted "children learn from their experiences and their environment...school and the home are the two major laboratories in a child's life."

The recommendations the panelists shared with the Committee included: (1) enhancing minority teacher recruitment efforts; (2) continued funding of college recruitment programs targeting students at lower grades; (3) funding for night and/or Saturday tutorial programs; (4) promoting minority participation in health care policy decisions; (5) funding for apprenticeship/job training programs; (6) continued funding to community based alternative programs with provisions that the funds may used for needs like transportation; and (7) utilization of the teen court concept, predicated on peer mediation, as an alternative to training schools.

A panel of community activists appeared also before the Committee. The panelists included: (1) Ms. Clary White, Liaison, Bridges Project; Mr. Moses Mathis, Cumberland County Community Watch Association; and Mr. James Caldwell,

President, 25 Black Men of Fayetteville, Incorporated. Each of the panelist shared with the Committee details about the work of their respective organizations.

The panel stressed the importance of the community's role in reaching and positively influencing minority males. As one panelist noted, "without community involvement, few programs will work because it is the personal contact, the inter-relating of neighbors and the grass-roots working together that will bring about lasting effects." The consensus of the panelists was that communities must work to solve their own problems, and that government intervention should be limited.

The panelists acknowledged that the government could play a role in things such as job training, and the formation and funding of community based groups. Other recommendations shared with the Committee included: (1) requiring grant programs to provide technical assistance to make the application process manageable for volunteers; (2) ensuring that grant funds are getting to where they are needed; (3) using schools as operational sites for community based organizations; and, (4) instituting community work service programs as alternatives to school suspension.

At the conclusion of the scheduled presentations, members of the public were invited to address the Committee. Ms. Jo Ann Norris, Associate Director of the Public School Forum, spoke briefly about the Forum's ongoing efforts to increase the number of minority students in the Teaching Fellows Program.

On the following day, the Committee met to review the information received on the previous day. The Committee discussed also what additional information, input and documentation may be required as the Committee began wrapping up its work. The

Committee expressed desires to have more information about the use of grants monies and investigating the use of schools for community based organization operations.

November 18 - 19, 1994

The Committee held its third and final meeting/public hearing at North Carolina A & T State University in Greensboro. After an explanation of the Committee's purpose and mission by Sen. Martin, Chancellor Edward Fort welcomed the Committee the campus. Greetings were extended also by Dr. Sullivan Welborn, Vice-Chancellor for Student Affairs and Mr. Keith Bryant, President, Student Government Association.

In his remarks, Chancellor Fort discussed the University's efforts to address the plight of the black male. NC A&T is one of sixteen historically black institutions that received a grant to address issues affecting black males. The University's project is designed to establish family life centers focusing on violence and substance abuse prevention. The goals of the project are: (1) to develop and maintain a violence prevention project designed to reduce the incidence of violence in the black community; (2) to prevent and reduce the incidence of substance abuse; (3) to work with community based organizations and agencies; (4) to develop a comprehensive assessment of families access to available resources; and (5) enhance the function of the family.

A short video presentation, "Reaching the Hip-Hop Generation," was shown. The video was produced by Motivational Educational Entertainment (MEE) Productions. The video focused on the concerns and views of urban youth. The video stressed the need to find creative communication approaches to reach the current generation of youth with positive messages rather than negative ones.

A panel, moderated by Dr. Bob Davis, Professor of Sociology and Social Work, N.C. A &T, came before the Committee to discuss the status of minority males. Other panel members included: Ms. Deborah Jones, Principal, Hampton Elementary School, Greensboro; Mr. Larry McCrae, Durham Operation Breakthrough; Rev. Wayne Clapp, Inner Growth Ministries Outreach, Inc., Greensboro; and Rev. George Brooks, Mt. Zion Baptist Church, Greensboro.

Dr. Davis opened the discussion with a reference to an editorial by syndicated columnist William Raspberry. The editorial put forth the proposition that minorities have lost stability as a people. In Raspberry's opinion, young people are not driven by cues of morals and values nor by the same groups of people as were older generations. Raspberry commented that "bad elements" set the norms and standards for our young people and that this had nothing to do with class.

Dr. Davis asked the panel for their opinions on how the concerns raised in Raspberry's editorial should be addressed. Rev. Clapp suggested that we must approach each youth as an individual that needs to be heard. He spoke of his ministry's Educational Travel Enrichment Project which uses travel as vehicle for establishing vision, self-esteem, responsibility, and work ethic. Rev. Brooks stated that "the first step in reaching our youth is to critically look at ourselves." In his opinion, adults must own up to their responsibility for the state of today's youth.

From an educational perspective, Ms. Jones noted that while the expectations of educators had increased the resources had not. She noted that teachers are being asked to do things for which they are not trained. She recommended establishing a

comprehensive education program that addresses needs such as nutrition, medical, social, and job training as well as education. She also stated while schools are great resources for such programs, she feels that principals or teachers don't need to be the ones to initiate or run them.

Mr. McCrae noted that we must identify and classify behavior that is unacceptable for our young people. He spoke to the lack of role models in every aspect of society - churches, schools, and families. He spoke in support of mentoring programs like Rites of Passage Programs.

Discussion ensued involving the facilitator, the panel and the audience concerning dysfunctional families, parental roles and involvement, and the responsibility and accountability of minority males. Several persons noted that dysfunctional families exist and/or crimes are committed when people are hungry, in need of clothes or a roof over their heads, or lack money. A student participant noted that many youth don't listen to their parents because the parents have to work two and three jobs and are never home; peer groups become their families. Another speaker pointed out that adults must consider the effect of sending hypocritical messages to our youth, "we tell them to do what I say and not as I do."

There was a brief discussion about society's perception of how pervasive crime is in the minority community. There was discussion also about the role of government in addressing the minority male problem. Sentiment was expressed that government undermines parental control in the discipline of their children. Sentiment was expressed that much of what it will take to positively affect minority males must come

from the home and the community, not from government. Rev. Brooks noted that love cannot be legislated and that problems cannot be locked up.

Dr. Davis stated that there is an uneven plan in terms of the distribution of goods and resources and that equalizing measures are needed. He expressed further that initiatives are needed to empower people to run their own communities. Concern was expressed that monies do not reach the grassroots people who need it.

After the panel presentation, the Committee heard from Ms. Gwen Chunn, Director of the Division of Youth Services, Department of Human Resources. Ms. Chunn updated information that she had previously given the Committee on minority youth confinement in detention centers. She noted that the Department is faced with several challenges, among them: the system's structure, necessary of determining components and effectiveness of release programs; the lack of rigid supervision; and the lack of employment opportunities upon release.

Following Ms. Chunn's presentation, a listening panel reacted and responded to the information and views expressed earlier in the day. The panel was moderated by Mr. John Stewart of One Step Further, Incorporated. Other panel members included: Ms. Diane Bellamy-Small, JTPA; Ms. Mary Tay-Bynum, Guilford County Community Action Program; Mr. Harold Murdock, Greensboro NAACP; Mr. Ervin Brisbon, JTPA; Mr. Jason Small, Smith High School student; and Mr. Larry Williams, JTPA student participant.

Mr. Stewart began the discussion by asking what role should government play in addressing minority male issues. Mr. Williams, one of the student participants, stated

that government should fund education for those who want to go to college, but were unable to get scholarships. The other student participant, Mr. Small, agreed with the recommendation concerning scholarships. He also noted that the government should hire people from within communities to work in those communities. He said that people who have problems should be a part of the problem solving process.

Ms. Tay-Bynum proposed the role of government is to ensure that money trickles down to where it needs to be. She expressed concern that grant programs have excessive dollars going towards salaries and felt that funding is needed for transportation and meals for youth programs. She also supported equitable funding for all school systems.

Mr. Murdock noted government still has a responsibility to ensure that minorities are treated equally. He noted particularly that in the criminal justice system minorities serve longer sentences than whites who commit the same crimes.

Mr. Brisbon stated there needs to be greater coordination between services and funding of state agencies and community based programs. He expressed concern about eliminating overspending and duplication of programs. He stated funding should go to entities that are most effective in reaching the community where the services are needed. He stated government should enhance educational, vocational and business development programs by coordinating them with after school programs, the business community and technical schools. He also expressed a desire that state funded community based programs be required to provide employment training skills such application and interviewing techniques.

Among other comments, Mr. Brisbon noted that black males are not the only minority males who are in trouble. He said there is an increased number of Asian males who are reaching crisis level also.

Ms. Bellamy-Small said government should reduce barriers by deregulating agencies that create barriers which keep young people from receiving services. She gave an example of a youth who could not enroll in school because he lived with a relative who is not the legal custodian. Ms. Small noted many community organizations feel locked out of grant application process because they often do not understand the process or cannot meet the deadlines.

Public comments were received from several NC A&T students who work with the Dreambuilders Program. The program is a student operated tutorial program that works in a low income housing development. The program components focuses on community empowerment, parental support, education empowerment, leadership development and Rites of Passage. It was noted that there are sixty-two tutors, but only fifteen program participants due to a lack of transportation. The Dreambuilders representatives encouraged the Committee to address the transportation needs of programs such as theirs.

No further public comments were received, so the public meeting/hearing was adjourned.

On the following day, the Committee met to review the information received on the previous day. The Committee discussed tentative recommendations for its report to the Legislative Research Commission.

The consensus was that a lot of work remains to be done to complete an accurate and adequate review of minority males in North Carolina. The Committee acknowledged that due to the special session and short session, additional time was needed to complete its work. Consequently, it was agreed that one recommendation should be that the work of the Committee be continued.

Other suggested recommendations included having the State Auditor conduct an audit regarding the delivery of Human Resources services; transportation and technical assistance grant initiatives for community based groups; modifications to the Teaching Fellows Program designed to enhance minority teacher recruitment; and, reviewing and possibly fine-tuning legislative grant initiatives such as Smart Start, SOS and Family Resource Centers to ensure that funds reach target populations.

The Committee agreed that its December meeting would be spent receiving follow-up information about grant programs in the Departments of Human Resources, Public Instruction and Crime Control and Public Safety. The Committee would spend the remainder of the meeting working on findings and recommendations for its report to the Legislative Research Commission.

December 14, 1994

The Committee met to receive reports from the Departments of Human Resources; Crime Control and Public Safety; and Public Instruction. The reports were in response to comments, questions and information about state funded grant programs the Committee heard at their public hearings.

Mr. Barry Stanback, Deputy Secretary of the Department of Human Resources presented information about the Family Resource Center Grant Program, the Support Our Students Grant Program, and the Community Based Alternatives Program. An explanation of how and where those programs operate was shared with the Committee.

In response to a question concerning the level of minority participation in these programs, Mr. Stanback indicated that not enough minority organizations have applied for these funds. He said the Department is in the process of determining how to encourage more minority participation. Members of the Committee and Mr. Stanback discussed the complicated and intimidating nature of the current grant application process.

Mr. Thurman Hampton, Secretary of Crime Control and Public Safety discussed funds available through his Department. He spoke of federal funds administered through the Department that are used to fund juvenile justice and delinquency prevention programs. He spoke of the Drug Abuse Resistance Education (DARE) Program, the School Resource Officer Program and the Community Oriented Policing Project.

Realizing that minority organizations were not applying for these funds, Secretary Hampton met with Chancellors of the Historically Black Colleges and Universities to encourage minority participation. He indicated four applications were received and funded as a result of this effort.

Dr. Norman Camp, Staff Assistant for Instructional Services, Department of Public Instruction, discussed programs they administer such as the Intervention/Prevention

Grant Program. Donna Smith, also with the Department of Public Instruction, discussed some of the federally funded initiatives they administer. Ms. Sylvia Massey explained how the School Resource Centers were working in Catawba and Hertford Counties.

In response to a question concerning school building usage, liability and insurance costs, Ms. Massey explained that the cost for building usage is prorated based on usage and comes from grants funds. She noted that regular school insurance covers program participants, but acknowledged that transportation is a major problem.

The Committee received a report from the North Carolina Association of Educators (NCAE) entitled, "Minority Educators: An Endangered Species - The Trend Continues in North Carolina's Public Schools". Mr. John Wilson and Ms. Marge Foreman briefed the Committee on NCAE's findings and recommendations regarding the declining number of minority teachers.

Following the receipt of the aforementioned reports, the Committee discussed briefly potential recommendations they could submit to the Legislative Research Commission. Due to the hour, the Committee scheduled another meeting that would be devoted to discussing the Committee's report.

December 21, 1994

The Committee met to discuss its report to the Legislative Research Commission. Draft findings and recommendations, prepared by Committee Staff, were reviewed.

The Committee discussed recommending that a study of minority males be continued in the 1995 General Assembly and establishing a grant initiative for "grassroots" community based organizations. The Committee discussed issuing several directives to the State Board of Education, Department of Public Instruction and Teaching Fellows Commission to study, evaluate and recommend methods to improve the numbers of minority teachers. The Committee discussed also several general recommendations such as supporting continued funding for current educational initiatives such as Smart Start and the Basic Education Plan (BEP). They expressed support for state funding to private adoption agencies that promote and secure homes for African American children.

The Committee adopted the proposed findings and recommendations subject to their discussion. Committee Staff was directed to fine tune those proposals and prepare required legislation. The Committee members were encouraged to send amended or new findings and recommendations to Staff in advance of the January 4, 1995 meeting scheduled to approve the report.

The Committee heard a brief presentation from Ms. Ruth Amerson-Jones, Program Administrator for Another Choice for Black Children. She noted that her program is the first licensed African American Adoption agency in North Carolina. She addressed obstacles that face African Americans who want to adopt such as the difficulty to participate in home studies and fees charged. She indicated that her agency would address those concerns by having more flexible hours and not charging fees for adoptions.

No further discussion, the Committee adjourned.

January 4, 1995

The Committee met to discuss and adopt its report the Legislative Research Commission (LRC). Upon adoption, Committee Staff was instructed to submit the report on its behalf to the LRC.

FINDINGS AND RECOMMENDATIONS

Study Continuation

Finding

A complete and thorough assessment of the status of minority male children and youth requires consideration of numerous variables, including but not limited to, a review of issues affecting education, criminal justice, economic empowerment, socialization, health, and family. The magnitude of such an effort is great because the variables are interrelated and difficult to review in isolation. The Minority Males Study Committee, having begun a study of minority males, finds that they have not had sufficient time to complete its work due to the magnitude of the task and the length of the special session and the short session.

Recommendation

The Minority Male Study Committee recommends that a study of minority male children and youth continue in the 1995 General Assembly to allow for a complete and thorough assessment of the status of minority male children and youth in North Carolina.

Minority Teacher Recruitment

Finding

Research has shown that role models are beneficial to the positive development of minority male children and youth. Minority role models, particularly male role models, are lacking in the State's public schools. The number of minority teachers in the State has dropped from 21.6% in 1974-75 to 16.7% in 1993-94. Currently, minority students represent 34.4% of school aged children. Projections indicate that minority students may represent 42.5% of school aged children by 1997-98. Therefore, the Minority Males Study Committee finds that it is in the best interest of the State to study and formulate recommendations to reverse the declining trend of minority teachers.

Recommendations

The Minority Males Study Committee recommends the following:

1. The General Administration and Board of Governors of the University of North Carolina System be directed to develop a comprehensive plan to initiate outreach programs at each of the constituent institutions designed to recruit and retain minority students in teacher education programs. In developing such plan, the Board shall collaborate and consult with each of the constituent institutions, particularly those institutions that (1) are more identified and connected with minority students or (2) have demonstrated a high level of success in graduating minority students in teacher education.

2. The State Board of Education and the Department of Public Instruction be directed to develop a comprehensive plan to provide information and training to secondary guidance counselors that will positively influence the academic preparation and success of minority students in order to increase their college attendance rate. The plan shall include methods to improve counseling practices and attitudes toward interesting minority students in teaching careers.
3. The State Board of Education and the Department of Public Instruction be directed to review the Project TEACH Program and teacher education scholarship programs administered by the Department of Public Instruction and make recommendations for improving the availability of scholarships to minority students, preparation of minority students for obtaining scholarships, and recruitment practices. The review shall include complete historical analyses of the minority teacher recruitment program results including Project TEACH.
4. The State Board of Education, in collaboration with the Board of Governors, be directed to conduct a comprehensive teacher supply and demand study covering the period between 1995 - 2005. The study shall include trend analyses and projections specific to minority teachers. The study shall also make trend comparisons with other states, including the Southeastern states.
5. The Teaching Fellows Commission be directed to review and recommend methods by which more minority students can benefit from experiences such as those offered by the Teaching Fellows Program.

Community Based Organizations

Finding

Numerous community based organizations are working to positively impact the growth and development of minority male children and youth within in the State. Many of these organizations, often operated by volunteers, are key to the success of many minority male children and youth because these "grassroots" organizations are directly connected to the communities they serve. Many of these organizations are not participants in state funded enrichment initiatives, such as the Support Our Students and Family Resource Center Grant Programs, because they are unaware of program requirements or find the grant application process too technical and cumbersome for volunteer organizations.

Additionally, some community based programs believe some grants too restrictive to meet the needs of their constituent population. Many community organizations need funding for items such as, but not limited to, materials, supplies, transportation, food, admission to educational and cultural experiences, and program participation incentives. Many of these programs have a need for and desire technical assistance and training to better serve their program participants. Many of these organizations lack proper facilities from which to operate.

Therefore, the Minority Males Study Committee finds that it is in the best interest of minority male children and youth and the State to provide funding to community based

organizations which provide opportunities for children and their families to increase their success in school, the workplace, strengthen the family and society, and (2) that currently do not receive state funding.

Recommendations

1. The Minority Males Study Committee recommends that legislation be enacted to establish a Partnership and Grant Program for "Grassroots" community based organizations. The legislation shall authorize two categories of grants:

- (a) Category I Grants shall be used to establish Partnerships composed of representatives of local universities, community colleges, "grassroots" community based organizations, community residents, government agencies (including local Social Services and Health Departments), public schools, businesses and local organizations that have a regular, direct and positive involvement with at risk populations and communities.

The partnerships shall operate through the public colleges and/or universities within their communities or regions. These institutions shall serve as the fiscal agents. If there is no such college and/or university able or willing to serve in that capacity, area community colleges shall serve as the lead institution and fiscal agent. If there are two or more area institutions who are willing to serve as the lead institution, greater consideration shall be given to the institution more identified with and connected to at-risk communities.

The Partnerships shall use these funds to (1) develop education and training programs to enhance the positive influence of community based organizations; (2) assess needs and identify key program participants within the area; and (3) develop criteria for grant awards to grassroots organizations which shall include qualitative evaluation standards. Additionally, the Partnerships shall provide technical assistance with program design and operation, preparation of grant proposals, and implementation and maintenance of recordkeeping systems.

(b) Category II grants shall be used to provide awards to "grassroots" community based organization for: materials, supplies, transportation, food, educational and enrichment experiences, and stipends for college or high school students that assist in providing services to programs. No more than one-third of such grants shall be used for salaries, operational expenses or stipends.

In awarding these grants, emphasis shall be placed on communities that have the highest cumulative level of arrests for violent felonies, drug felonies, burglary, armed robbery, breaking and entering of dwellings, and juvenile arrests. Other critical factors shall include population density, poverty levels, and the rate of unemployment, adolescent pregnancy, and high school drop-outs.

2. The Minority Males Study Committee recommends that the State Board of Education and the Department of Public Instruction be directed to develop a plan and proposal that allows, encourages and promotes the use of school facilities in

at-risk communities 'to be utilized after regular school hours and weekends by community based organizations and Family Resource Centers for their activities. The plan and proposal shall include recommendations for supplementing transportation needs for program participants.

3. The Minority Males Study Committee recommends that the Department of Administration be directed to establish and maintain a centralized grants information system for all state, federal or other grants that are administered through State departments or agencies. Each department or agency shall provide to the Department of Administration award criteria and application procedures including a contact person for each grant under its administration. This information shall be updated regularly. The Department of Administration shall transmit the information once compiled to the State Library for transmittal to all public libraries in the State.

The State Library shall be directed also to explore the feasibility of developing an Internet Bulletin Board to increase the access of the grant information to the public. The State Library shall implement such bulletin board if it can be done within existing resources of the State Library or the Executive Branch of State Government, otherwise the State Library should report its findings and recommendations to the General Assembly.

Minority Adoption

Finding

There are approximately 500 foster children legally free for adoption in the State. A disproportionate number of these children, over 50%, are African American and a large number of these children are male. Public agencies have failed to secure adoptive homes for many of these children due to a number of factors. Another Choice For Black Children, the first licensed African American adoption agency in North Carolina, is a newly formed agency designed to serve the special needs of African American foster children. However, funding for this agency is secured for the first year only.

Recommendations

The Minority Males Study Committee recommends that the General Assembly give strong consideration to requests for state funding made by private organizations established to promote and secure adoptive homes for African American children. The Committee recommends further that consideration be given to enacting tax incentives for individuals adopting African American children or corporations who donate funds to organizations promoting the adoption of African American children. The Committee recommends that the issue of the adoption of African American children, particularly male children, be studied further by the Minority Males Study Committee should it be reauthorized or by the Legislative Research Commission in the 1995 General Assembly.

Minority Health

Findings

Minority communities have more illness and greater barriers to health care which result in earlier deaths. Among the barriers which contribute to the minority health care gap

are: (1) the lack of insurance, 40% of the uninsured are minorities; (2) the incidence of poverty, the rate is nearly three times as high among minorities; (3) the lack of activities in minority communities which promote health through outreach and targeting; (4) the incidence of providers who lack understanding of culturally diverse populations, which often include language barriers; (5) the lack of minority participation in health policy development and program planning; and (6) the lack of sufficient statistical health data to assess minority health needs and measure progress in closing health gaps.

Other significant barriers to health care for minorities include the lack of primary care providers within their communities, limited service hours and the lack of transportation to get health care services.

Minority male children and youth are negatively impacted, as well as entire minority communities, by these barriers to health care.

Recommendations

The Committee on Minority Males recommends that the General Assembly and/or any agencies or commissions charged to study health issues give strong consideration to legislative or other proposals that enhance the promotion of health in minority communities. The Committee recommends support for initiatives that (1) market and target health programming for minority communities; (2) enhance the accessibility of health services by addressing transportation, language barriers, case coordination and expand service locations and hours; (3) encourage cultural diversity training for health care providers, staff and administrators; (4) increase resources to educate, recruit,

mentor and retain in health care professions; (5) increase Medicaid reimbursements for primary care providers in medically underserved areas; (6) identify and train minority community leaders to develop health policies and programs and assure minority representation on advisory committees and boards; and (7) assure that health status data for minority group is comparable to that for the majority population.

General Recommendations

1. The Minority Males Study Committee recommends that the Department of Human Resources, Division of Youth Services be directed to develop a proposal for effectively serving youth who are released from training schools and return to their communities that decreases the likelihood of readmission to juvenile commitment facilities or incarceration within the Department of Corrections.
2. The Minority Males Study Committee recommends continued support for the following education initiatives:
 - (a) continued funding for the Basic Education Plan (BEP), including a reduction of class size at the primary level and additional student support positions for at-risk students;
 - (b) continued funding designed to achieve equity through the expansion of low-wealth school unit funding initiatives;
 - (c) continued funding for programs directed at providing support for at-risk children, including Smart Start and other pre-school initiatives, and the

Support Our Students (SOS), Intervention/Prevention, and Family Resource Centers Grant Programs; and

- (d) enhancement of initiatives to increase minority access and enrollment in college preparatory and Advanced Placement programs, including distance learning and interactive methods such as the Information Highway.**

APPENDIX A

HOUSE BILL 1319, 2ND EDITION

AN ACT TO AUTHORIZE STUDIES BY THE LEGISLATIVE RESEARCH COMMISSION, TO CREATE AND CONTINUE VARIOUS COMMITTEES AND COMMISSIONS, AND TO DIRECT VARIOUS STATE AGENCIES TO STUDY SPECIFIED ISSUES.

The General Assembly of North Carolina enacts:

PART I.-----TITLE

Section 1. This act shall be known as "The Studies Act of 1993".

PART II.-----LEGISLATIVE RESEARCH COMMISSION

Sec. 2.1. The Legislative Research Commission may study the topics listed below. Listed with each topic is the 1993 bill or resolution that originally proposed the issue or study and the name of the sponsor. The Commission may consider the original bill or resolution in determining the nature, scope, and aspects of the study. The topics are:

(91) Minority Males (S.B. 1236 - Martin of Guilford),

Sec. 2.2. Committee Membership. For each Legislative Research Commission Committee created during the 1993-94 biennium, the cochairs of the Commission shall appoint the Committee membership.

Sec. 2.3. Reporting Dates. For each of the topics the Legislative Research Commission decides to study under this act or pursuant to G.S. 120-30.17(1), the Commission may report its findings, together with any recommended legislation, to the 1994 Regular Session of the 1993 General Assembly or the 1995 General Assembly, or both.

Sec. 2.4. Bills and Resolution References. The listing of the original bill or resolution in this Part is for reference purposes only and shall not be deemed to have incorporated by reference any of the substantive provisions contained in the original bill or resolution.

Sec. 2.5. Funding. From the funds available to the General Assembly, the Legislative Services Commission may allocate additional monies to fund the work of the Legislative Research Commission.

PART XI.-----APPROPRIATION FOR STUDIES

Sec. 11.1. From the appropriations to the General Assembly for studies, the Legislative Services Commission may allocate funds to conduct the studies authorized by this act.

PART XII.-----EFFECTIVE DATE

Sec. 12.1. This act is effective upon ratification. Part VI of this act is repealed on June 30, 1995.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1993

S

1

SENATE BILL 1236

Short Title: Minority Males Comm'n/Funds.

(Public)

Sponsors: Senators Martin of Guilford; Jordan and Hunt.

Referred to: Rules and Operation of the Senate.

June 16, 1993

A BILL TO BE ENTITLED

**1 AN ACT TO ESTABLISH THE STATUS OF MINORITY MALES STUDY
2 COMMISSION.
3**

**4 Whereas, quality of life indicators related to racial minority male
5 children and youth suggest that, for whatever reasons, this population is
6 disproportionately represented at the negative end of the scale; and**

**7 Whereas, it is in the best interest of North Carolina citizens that
8 serious efforts be undertaken to identify and develop successful approaches for
9 moving racial minority male children and youth toward the positive end of the
10 scale; and**

**11 Whereas, it is often asserted that in addressing problems, efforts
12 should not be focused on a specific identified group of persons since whatever
13 problems exist are usually not limited to that identified group; and**

**14 Whereas, the tendency to address problems related to an identified
15 group only in the context of that total population often leads to the
16 continuation and escalation of the problem areas; and**

**17 Whereas, it is in the best interest of North Carolina citizens that a
18 coordinated strategy be developed for implementing measures designed to yield
19 positive results for racial minority male children and youth; Now, therefore,
20 The General Assembly of North Carolina enacts:**

1 Section 1. (a) The Status of Minority Males Study Commission is
2 created. The Commission shall consist of 16 members, as follows:

3 (1) Five Senators and three public members appointed by the
4 President Pro Tempore of the Senate. Of the public
5 members, at least one should bring a research-based focus to
6 the Commission; and

7 (2) Five Representatives and three public members appointed by
8 the Speaker of the House of Representatives. Of the public
9 members, at least one should possess a background in
10 administering community-based programs that work with
11 racial minority male children and youth and their families.

12 (b) Initial appointments to the Commission shall be made before
13 September 10, 1993. The first meeting of the Commission shall be held no
14 later than October 4, 1993.

15 Sec. 2. The President Pro Tempore of the Senate shall designate
16 one Senator as cochair and the Speaker of the House of Representatives shall
17 designate one Representative as cochair.

18 Sec. 3. The Commission shall be authorized to:

19 (1) Gather accurate and reliable data and research information
20 pertaining to the status of racial minority male children and
21 youth in North Carolina and other states;

22 (2) Identify and visit programs and other efforts within and
23 outside North Carolina that appear to be successful in
24 yielding significant positive results for racial minority male
25 children and youth;

26 (3) Consult with higher education faculty members and other
27 persons who have been engaged in extensive research and
28 observation related to these issues, and encourage their direct
29 involvement in the activities of the Commission;

30 (4) Conduct hearings throughout the State for the purpose of
31 obtaining meaningful information regarding successful
32 programs and efforts related to these concerns;

33 (5) Identify, consult, and meet with representatives of national,
34 regional, and state-level organizations and agencies that could
35 be particularly helpful in addressing these concerns;

36 (6) Devise recommendations as to steps that should be taken to
37 address these concerns -- steps to be taken separately and
38 collectively by:

39 a. State government;

40 b. Local governments;

- 1 c. Public schools and higher education institutions;
2 d. Nonprofit organizations, including community-based
3 organizations, with a particular emphasis on those with
4 direct ties to families of these children and youth;
5 e. Foundations;
6 f. Religious institutes;
7 g. Civic organizations;
8 h. Business and industry;
9 i. Other entities; and
10 (7) Determine the extent and categories of fiscal and human
11 resources needed to address the identified concerns.
12 Sec. 4. In the study, particular emphasis should be placed on
13 programs and efforts that have been successful in imparting:
14 (1) Self-respect and respect for others;
15 (2) Responsibility for self and others;
16 (3) Positive male-female and family relationships;
17 (4) Understanding as to the extent to which self-motivation,
18 inspiration, positive self-image and vision impact upon the
19 level of success in life;
20 (5) Significant understanding of the principles undergirding the
21 economic, civic and social structures of the State and nation;
22 (6) A meaningful sense of the relationship between choices and
23 consequences;
24 (7) Healthy physical and emotional lifestyles; and
25 (8) Alternatives to violence and other nonproductive modes of
26 human behavior.
27 Sec. 5. The Commission may make an interim report of its
28 findings and recommendations to the President Pro Tempore of the Senate and
29 the Speaker of the House of Representatives on or before the first day of the
30 1994 Regular Session of the 1993 General Assembly. The Commission shall
31 submit a final report of its findings and recommendations to the General
32 Assembly on or before the first day of the 1995 Session by filing the report
33 with the President Pro Tempore of the Senate and the Speaker of the House of
34 Representatives. Upon filing its final report, the Commission shall terminate.
35 Sec. 6. The Commission, while in the discharge of official duties,
36 may exercise all the powers provided for under the provisions of G.S. 120-19,
37 and G.S. 120-19.1 through G.S. 120-19.4. The Commission may meet at any
38 time upon the joint call of the cochairs. The Commission may meet in the
39 Legislative Building or the Legislative Office Building.

1 Sec. 7. Members of the Commission shall receive subsistence and
2 travel expenses at the rates set forth in G.S. 120-3.1.

3 Sec. 8. The Commission may contract for professional, clerical, or
4 consultant services as provided by G.S. 120-32.02. The Legislative Services
5 Commission, through the Legislative Administrative Officer, shall assign
6 professional staff to assist in the work of the Commission. The House of
7 Representatives' and the Senate's Supervisor of Clerks shall assign clerical staff
8 to the Commission, upon the direction of the Legislative Services Commission.
9 The expenses relating to clerical employees shall be borne by the Commission.

10 Sec. 9. When a vacancy occurs in the membership of the
11 Commission the vacancy shall be filled by the same appointing officer who
12 made the initial appointment.

13 Sec. 10. All State departments and agencies and local governments
14 and their subdivisions shall furnish the Commission with any information in
15 their possession or available to them.

16 Sec. 11. There is appropriated from the General Fund to the
17 General Assembly the sum of one hundred thousand dollars (\$100,000) for the
18 1993-94 fiscal year and the sum of seventy-five thousand dollars (\$75,000) for
19 the 1994-95 fiscal year for the expenses of the Commission.

20 Sec. 12. This act becomes effective July 1, 1993.

APPENDIX B

**MINORITY MALES COMMITTEE
MEMBERSHIP
1993 - 1994**

LRC MEMBER: Rep. W. Pete Cunningham
P.O. Box 16209
Charlotte, NC 28297
(704)334-5709

President Pro Tempore's Appointments

Sen. William N. Martin, Cochair
P.O. Box 21325
Greensboro, NC 27420
(910)373-1530

Sen. C.R. Edwards
1502 Boros Drive
Fayetteville, NC 28303
(910)488-9358

Mr. Dudley E. Flood
P.O. Box 1629
Raleigh, NC 27602
(919)828-1426

Sen. Wilbur P. Gulley
4803 Montvale Drive
Durham, NC 27705
(919)419-4447

Sen. Luther H. Jordan, Jr.
P.O. Box 701
Wilmington, NC 28402
(910)763-2441

Sen. R. C. Soles, Jr.
P.O. Box 6
Tabor City, NC 28463
(910)653-2015

Dr. Otis E. Tillman
1323 Cedrow Drive
High Point, NC 27407
(910)882-8442

Staff:
Ms. Carolyn Johnson
Dr. Jim Watts
Research Division
(919)733-2578

Speaker's Appointments

Rep. Jerry Braswell, Cochair
P.O. Box 253
Goldsboro, NC 27533
(919)731-2750

Rep. William A. Burton, III
9 Woodcreek Court
Greensboro, NC 27406
(910)272-8587

Mr. Reginald Holley
100 Kennedy Circle
Benson, NC 27504

Rep. Charles R. Preston
P.O. Box 367
Conover, NC 28613
(704)465-0748

Ms. Rhonda Raney
2808 Sourwood Street
Raleigh, NC 27610
(919)856-2155

Rep. Gene Rogers
908 Woodlawn Drive
Williamston, NC 27892
(919)792-4245

Rep. Thomas E. Wright
317 S. 17th Street
Wilmington, NC 28401
(910)343-9842

Clerk:
Ms. Soraya Dunnigan
Rm. 625 Legislative Office Bldg
O: (919)733-4809

APPENDIX C

LEGISLATIVE PROPOSAL I

A BILL TO BE ENTITLED AN ACT ESTABLISH THE STATUS OF MINORITY
MALE STUDY COMMISSION

The proposed legislation would establish the Status of Minority Males Study Commission to continue the work of the 1993 LRC Committee on Minority Males. The Commission shall consist of 16 members to be appointed by the President Pro Tempore of the Senate and Speaker of the House of Representatives.

The Commission shall be authorized to gather accurate and reliable data pertaining to the status of minority male children and youth in North Carolina. The Commission shall also devise recommendations to address the concerns of minority males, including any fiscal or human resources that may be required. The Commission may consult with experts in the field and hold public hearings as a part of its information gathering process.

The Commission shall report its findings to the 1997 General Assembly and may make an interim report in 1996. An appropriation, in the sum of \$50,000 for 1995-96 and \$50,000 for 1996-97, is requested for the expenses of the Commission.

The bill would become effective on July 1, 1995.



GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

S/H

D

**S/H 95-RK-1
THIS IS A DRAFT 3-JAN-95 17:02:57**

Short Title: Minority Males Study Continuation

(Public)

Sponsors: Senator Martin of Guilford and Representative Braswell

Referred to:

A BILL TO BE ENTITLED

**1 AN ACT TO ESTABLISH THE STATUS OF MINORITY MALE STUDY
2 COMMISSION**

**3
4 Whereas, quality of life indicators related to racial minority male
5 children and youth suggest that, for whatever reasons, this population is
6 disproportionately represented at the negative end of the scale; and**

**7
8 Whereas, it is in the best interest of North Carolina citizens that
9 serious efforts be undertaken to identify and develop successful approaches for
10 moving racial minority male children and youth toward the positive end of the
11 scale; and**

**12
13 Whereas, it is often asserted that in addressing problems, efforts
14 should not be focused on a specific identified group of persons since whatever
15 problems exist are usually not limited to that identified group; and**

**16
17 Whereas, the tendency to address problems related to an identified
18 group only in the context of that total population often leads to the
19 continuation and escalation of the problem areas; and**

**20
21 Whereas, it is in the best interest of North Carolina citizens that a
22 coordinated strategy be developed for implementing measures designed to yield
23 positive results for racial minority male children and youth; and**

1 Whereas, the Legislative Research Commission in the 1993 General
2 Assembly selected to study minority male children and youth under its
3 authority pursuant to G.S. 120-30.10(b) and (c); and

4 Whereas, the Committee on Minority Males in its report to the
5 1993 Legislative Research Commission found that it did not have sufficient
6 time to complete its work and recommended that the study of minority male
7 children and youth be continued by the 1995 General Assembly; Now,
8 therefore,

9 The General Assembly of North Carolina enacts:

10 Section 1. (a) The Status of Minority Males Study Commission is
11 created. The Commission shall consist of 16 members, as follows:

12 (1) Five Senators and three public members appointed by the
13 President Pro Tempore of the Senate. Of the public
14 members, at least one should bring a research-based focus to
15 the Commission; and

16 (2) Five Representatives and three public members appointed by
17 the Speaker of the House of Representatives. Of the public
18 members, at least one should possess a background in
19 administering community-based programs that work with
20 racial minority male children and youth and their families.

21 (b) Initial appointments to the Commission shall be made before
22 September 15, 1995. The first meeting of the Commission shall be held no
23 later than October 13, 1995.

24 Sec. 2. The President Pro Tempore of the Senate shall designate
25 one Senator as cochair and the Speaker of the House of Representatives shall
26 designate one Representative as cochair.

27 Sec. 3. The Commission shall be authorized to:

28 (1) Gather accurate and reliable data and research information
29 pertaining to the status of racial minority male children and
30 youth in North Carolina and other states;

31 (2) Identify and visit programs and other efforts within and
32 outside North Carolina that appear to be successful in
33 yielding significant positive results for racial minority male
34 children and youth;

35 (3) Consult with higher education faculty members and other
36 persons who have been engaged in extensive research and
37 observation related to these issues, and encourage their direct
38 involvement in the activities of the Commission;

- 1 (4) Conduct hearings throughout the State for the purpose of
2 obtaining meaningful information regarding successful
3 programs and efforts related to these concerns;
4 (5) Identify, consult, and meet with representatives of national,
5 regional, and state-level organizations and agencies that could
6 be particularly helpful in addressing these concerns;
7 (6) Devise recommendations as to steps that should be taken to
8 address these concerns -- steps to be taken separately and
9 collectively by:
10 a. State government;
11 b. Local governments;
12 c. Public schools and higher education institutions;
13 d. Nonprofit organizations, including community-based
14 organizations, with a particular emphasis on those with
15 direct ties to families of these children and youth;
16 e. Foundations;
17 f. Religious institutes;
18 g. Civic organizations;
19 h. Business and industry;
20 i. Other entities; and
21 (7) Determine the extent and categories of fiscal and human
22 resources needed to address the identified concerns.
23 Sec. 4. In the study, particular emphasis should be placed on
24 programs and efforts that have been successful in imparting:
25 (1) Self-respect and respect for others;
26 (2) Responsibility for self and others;
27 (3) Positive male-female and family relationships;
28 (4) Understanding as to the extent to which self-motivation,
29 inspiration, positive self-image and vision impact upon the
30 level of success in life;
31 (5) Significant understanding of the principles undergirding the
32 economic, civic and social structures of the State and nation;
33 (6) A meaningful sense of the relationship between choices and
34 consequences;
35 (7) Healthy physical and emotional lifestyles; and
36 (8) Alternatives to violence and other nonproductive modes of
37 human behavior.
38 Sec. 5. The Commission shall review the work of the 1993
39 Minority Males Committee of the Legislative Research Commission, which
40 shall include reviewing reports of studies that committee directed as a part of

1 its recommendations. The Commission shall consider the feasibility of
2 expanding the scope of the study to address problems and issues pertaining to
3 minority female children and youth.

4 Sec. 6. The Commission may make an interim report of its
5 findings and recommendations to the President Pro Tempore of the Senate and
6 the Speaker of the House of Representatives on or before the first day of the
7 1996 Regular Session of the 1995 General Assembly. The Commission shall
8 submit a final report of its findings and recommendations to the General
9 Assembly on or before the first day of the 1997 Session by filing the report
10 with the President Pro Tempore of the Senate and the Speaker of the House of
11 Representatives. Upon filing its final report, the Commission shall terminate.

12 Sec. 7. The Commission, while in the discharge of official duties,
13 may exercise all the powers provided for under the provisions of G.S. 120-19,
14 and G.S. 120-19.1 through G.S. 120-19.4. The Commission may meet at any
15 time upon the joint call of the cochairs. The Commission may meet in the
16 Legislative Building or the Legislative Office Building.

17 Sec. 8. Members of the Commission shall receive subsistence and
18 travel expenses at the rates set forth in G.S. 120-3.1.

19 Sec. 9. The Commission may contract for professional, clerical, or
20 consultant services as provided by G.S. 120-32.02. The Legislative Services
21 Commission, through the Legislative Administrative Officer, shall assign
22 professional staff to assist in the work of the Commission. The House of
23 Representatives' and the Senate's Supervisor of Clerks shall assign clerical staff
24 to the Commission, upon the direction of the Legislative Services Commission.
25 The expenses relating to clerical employees shall be borne by the Commission.

26 Sec. 10. When a vacancy occurs in the membership of the
27 Commission the vacancy shall be filled by the same appointing officer who
28 made the initial appointment.

29 Sec. 11. All State departments and agencies and local governments
30 and their subdivisions shall furnish the Commission with any information in
31 their possession or available to them.

32 Sec. 12. There is appropriated from the General Fund to the
33 General Assembly the sum of fifty thousand dollars (\$50,000) for the 1995-96
34 fiscal year and the sum of fifty thousand dollars (\$50,000) for the 1996-97
35 fiscal year for the expenses of the Commission.

36 Sec. 13. This act becomes effective July 1, 1995.

LEGISLATIVE PROPOSAL II

A BILL TO BE ENTITLED AN ACT TO REQUIRE THE BOARD OF GOVERNORS, THE STATE BOARD OF EDUCATION, THE DEPARTMENT OF PUBLIC INSTRUCTION AND THE TEACHING FELLOWS COMMISSION TO STUDY HOW TO INCREASE THE NUMBER OF MINORITY TEACHERS IN PUBLIC SCHOOLS AND TO STUDY THE USE OF SCHOOL FACILITIES FOR COMMUNITY BASED ORGANIZATION ACTIVITIES. .



GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

S/H

D

**S/H, 95-RK-2
THIS IS A DRAFT 3-JAN-95 17:03:22**

Short Title: Study/Minority Teachers

(Public)

Sponsors: Senator Martin of Guilford and Representative Braswell

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE THE BOARD OF GOVERNORS, THE STATE BOARD OF EDUCATION, THE DEPARTMENT OF PUBLIC INSTRUCTION AND THE TEACHING FELLOWS COMMISSION TO STUDY HOW TO INCREASE THE NUMBER OF MINORITY TEACHERS IN PUBLIC SCHOOLS AND TO STUDY THE USE OF SCHOOL FACILITIES FOR COMMUNITY BASED ORGANIZATION ACTIVITIES.

The General Assembly of North Carolina enacts:

Section 1. (a) The Board of Governors of The University of North Carolina shall study and develop a comprehensive plan to initiate at each constituent institution outreach programs designed to recruit and retain minority students in teacher education programs.

(b) In developing the comprehensive plan, the Board of Governors shall collaborate and consult with each constituent institution, in particular those institutions that have:

- (1) a strong identification and connection with minority students;**
- or**
- (2) a demonstrated high level of success in graduating minority students in teacher education.**

1 Sec. 2. (a) The State Board of Education and The Department of
2 Public Instruction shall study and develop a comprehensive plan to train
3 secondary guidance counselors in a manner that will positively influence the
4 academic preparation and college-going rate of minority students.

5 (b) The plan shall include methods to improve counseling practices and
6 attitudes toward interesting minority students in teaching careers.

7 Sec. 3. (a) The State Board of Education and The Department of
8 Public Instruction shall study and recommend methods by which the TEACH
9 Program and teacher education scholarship programs administered by the
10 Department can be improved to increase the teacher education scholarship
11 availability, preparation and recruitment for minority students.

12 (b) The study shall include a complete historical analyses of minority teacher
13 recruitment efforts, including results of the TEACH Program.

14 Sec. 4. (a) The State Board of Education, in collaboration with the
15 Board of Governors of The University of North Carolina, shall conduct a
16 comprehensive teacher supply and demand study for the period covering 1995
17 - 2005. The study shall include trend comparisons with other states similar to
18 North Carolina, but shall include trend comparisons with all southeastern
19 states.

20 (b) The study shall include trend analyses and projections specific to
21 minority teachers in North Carolina, and shall include similar trend
22 comparisons as required in subsection (a) of this section.

23 Sec. 5. The Teaching Fellows Commission shall study and
24 recommend methods by which more minority students can benefit from
25 experiences such as those offered by the Teaching Fellows Program.

26 Sec. 6. The State Board of Education and the Department of
27 Public Instruction shall study and develop a plan that allows, encourages and
28 promotes, to the extent possible, the use of school facilities after regular school
29 hours and on weekend by community based organizations and Family Resource
30 Centers for their activities. The plan shall include recommendations for
31 supplementing transportation needs of such programs.

32 Sec. 7. Any study required by this act shall be presented to the
33 Minority Males Study Committee, if reauthorized, and the Joint Legislative
34 Education Oversight Committee by December 31, 1995.

35 Sec. 8. This act becomes effective upon ratification.

LEGISLATIVE PROPOSAL III

A BILL TO BE ENTITLED AN ACT TO ESTABLISH THE COMMUNITY BASED PARTNERSHIP AND GRANT PROGRAM AND TO ESTABLISH A GRANTS INFORMATION NETWORK.

The proposed legislation would add a new part to Article 9 of Chapter 143B of the General Statutes. This new part would establish, within the Department of Administration, the Community Based Partnership and Grant Program. The purpose of this program would be provide grants to Community Based Partnerships organized pursuant to this new part and to community based organizations.

Colleges or universities within the UNC system may apply for a grant to establish Community Based Partnerships (Partnerships) and serve as both the lead institution and fiscal agent. Community colleges may apply whenever no college or university is willing or able to serve.

Partnerships would be regional entities consisting of representatives from colleges, universities, community colleges, community based organizations, businesses, local boards of health, education and social services and residents from at-risk communities. Partnerships may be extended to include other local organizations that are positively identified, involved and connected with at-risk populations and communities.

Partnerships shall provided support and technical assistance to the community based organizations. Partnerships shall develop educational and training programs for the

staff and volunteers of community based organizations and shall assist them with program and operational design. Partnerships shall also conduct regional need assessments and develop grant eligibility criteria for awards to community based organizations addressing those needs.

Partnerships shall be the awarding authority for grants awarded to community based organizations pursuant to this Part. Partnerships shall also evaluate the success of all initiatives for which it awards grants. The evaluations shall be based qualitative outcome based criteria.

The grants to community based organizations may be used for material, supplies, transportation, meals, educational and enrichment activities and stipends for college or high school students that work with community based groups. No more than one-third of a grant may be used for salaries, operational expenses or stipends.

The Department of Administration shall have administrative oversight responsibility for the program.

An appropriation, in the amount of 1.5 million dollars, is requested for 1995-96 to fund the creation of Partnerships. An appropriation, in the amount of 1.1 million dollars, is requested for 1995-96 to fund grants to community based organizations.

The appropriations of the act would become effective on July 1, 1995 and the remainder of the act would become effective upon ratification.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

S/H

D

S/H 95-RK-3.1
THIS IS A DRAFT 5-JAN-95 11:18:02

Short Title: Community Based Partnership/Grant Program

(Public)

Sponsors: Senator Martin of Guilford and Representative Braswell

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO ESTABLISH THE COMMUNITY BASED PARTNERSHIP
3 AND GRANT PROGRAM AND TO ESTABLISH A GRANTS
4 INFORMATION NETWORK.
5 The General Assembly of North Carolina enacts:
6 Section 1. (a) Article 9 of Chapter 143B of the General Statutes is
7 amended by adding a new Part to read:
8 "Part 29. Community Based Partnership and Grant Program.
9 "§ 143B-426.41. Establishment of program; purpose.
10 (a) There is created in the Department of Administration the Community
11 Based Partnership and Grant Program. The purpose of the program is to
12 award grants to Community Based Partnerships and Community Based
13 Organizations that provide education, training or services designed to enrich
14 and positively influence the lives of at-risk children and their families. The
15 purpose is, further, to make grants accessible to those community based
16 organizations whose primary focus is upon meeting the needs of children,
17 youth and families in neighborhoods described in §143B-426.43(e).
18 "§ 143B-426.42. Definitions.
19 As used in this Part, except where the context clearly requires otherwise:

1 (1) "Community Based Partnership" or " Partnership" means any
2 Community Based Partnership organized subject to G.S.
3 143B-426.43.

4 (2) "Community Based Organization" means a non-profit
5 community based organization that could be, but is not
6 required to be, a 501(c)(3) entity and meets the grant
7 eligibility criteria established by a Community Based
8 Partnership.

9 "§ 143B-426.43. Community Based Partnerships - creation; membership;
10 duties.

11 (a) A college or university within The University of North Carolina System
12 may apply for a grant to establish a regional Community Based Partnership
13 and serve as the lead institution and fiscal agent for the Partnership. A
14 community college within The North Carolina Community College System
15 may apply for a grant and serve as the lead institution and fiscal agent if no
16 college or university is willing or able to serve in that capacity. In the event
17 that two or more institutions located within the same region apply for a grant,
18 greater consideration shall be given to the institution that is more identified,
19 involved and connected with at-risk populations and communities.

20 (b) Partnerships shall consist of representatives from the regional colleges,
21 universities, community colleges, community based organizations, business
22 community, Departments of Health, Social Services and Boards of Education,
23 and residents from at-risk communities. Partnerships may be extended to
24 include other local organizations that are positively identified, involved and
25 connected with at-risk populations and communities.

26 (c) Partnerships shall provide support and technical assistance to community
27 based organizations. Partnerships shall:

28 (1) Develop education and training programs for the staff and
29 volunteers of community based organizations;

30 (2) Assist community based organizations in their program and
31 operational design;

32 (3) Assist community based organization in preparing grant
33 proposals and applications; and

34 (4) Assist community based organizations in implementing and
35 maintaining appropriate recordkeeping systems;

36 (d) Partnerships shall also develop an awareness as to the needs of their
37 regions, and shall develop grant eligibility criteria for awards to community
38 based organizations that are addressing the needs of the region.

1 (e) The grant application process shall be as succinct and uncomplicated as
2 is reasonably possible so as not to discourage applicants and overburden them
3 with paperwork.

4 (f) Partnerships shall be the awarding authority for grants to community
5 based organizations as defined in this Part. In awarding grants, emphasis
6 should be placed on communities that high cumulative levels of arrests for
7 violent felonies, drug felonies, burglary, armed robbery, breaking and
8 entering, and juvenile delinquency adjudications. Other factors to be
9 considered include population density and the rate of poverty, unemployment,
10 adolescent pregnancy and school drop-outs.

11 (g) Partnerships shall evaluate the success of all initiatives for which it
12 awards grant funds. The evaluation shall be based on qualitative outcome
13 criteria that determine whether a program has had significant impact in
14 achieving its goals and objectives.

15 (h) Partnerships are encouraged to seek support from foundations and other
16 sources to supplement resources appropriated under this act so as to expand
17 upon the extent to which the purposes of this act might be fulfilled.

18 (i) Partnerships shall submit annual reports to the Department of
19 Administration on or before November 30 of each year a grant is in effect. The
20 report shall provide a detailed fiscal analysis of how the funds were used and
21 the success of the initiatives funded.

22 "§ 143B-426.44 Community Based Organizations - grant awards.

23 Partnerships may award grants to community based organizations as defined
24 in this Part. The grants may be used for materials, supplies, transportation,
25 meals, educational and enrichment activities, and stipends for college or high
26 school students who assist in providing services to community based
27 organizations. No more than one-third of the grant funds shall be used for
28 salaries, operational expenses or stipends.

29 "§ 143B-426.45 Grants review and selection; administration and reports.

30 (a) The Department of Administration shall develop and disseminate a
31 request for applications and establish procedures to be followed in developing
32 and submitting applications to establish regional Community Based
33 Partnerships, provided that, there shall be no more than fifteen grants. The
34 Department shall administer the grant program and shall develop appropriate
35 administrative procedures.

36 (b) The Department shall submit a report to the General Assembly by
37 January 31 of each year that a grant is in effect. The report shall include a
38 detailed fiscal analysis and qualitative analysis of each Partnership funded."

39 Sec. 2. There is appropriated from the General Fund to the
40 Department of Administration the sum of one million five hundred dollars

1 (\$1,500,000) for fiscal year 1995-96 to provide grants to Community Based
2 Partnerships.

3 Sec. 3. There is appropriated from the General Fund to the
4 Department of Administration the sum of one million one hundred twenty-five
5 thousand dollars (\$1,125,000) for fiscal year 1995-96 to provide funds for
6 Community Based Partnership grant awards to Community Based
7 Organizations.

8 Sec. 4. (a) The Department of Administration shall establish and
9 maintain a centralized grants information system for all state, federal or other
10 grants administered through State departments or agencies. Each department
11 or agency shall provide to the Department of Administration eligibility criteria
12 and application procedures for each grant under its administration. The name
13 of contact persons shall be provided also. The Department of Administration
14 shall transmit the compiled information to the State Library for transmittal to
15 all public libraries in the State. The grants information system shall be
16 completed by December 31, 1995 and shall be updated quarterly thereafter.

17 (b) The State Library shall explore the feasibility of utilizing Internet or the
18 State Information Highway to disseminate information pertaining to grants.
19 The State Library shall implement such means of dissemination if it can be
20 done within the existing resources of the State Library or the Executive
21 Branch, otherwise the State Library shall report its findings and
22 recommendations to the General Assembly not later than February 1, 1996.

23 Sec. 5. Sections 2 and 3 of this act become effective on July 1,
24 1995. The remainder of this act becomes effective upon ratification.

LEGISLATIVE PROPOSAL IV

A BILL TO BE ENTITLED AN ACT TO REQUIRE THE DEPARTMENT OF HUMAN RESOURCES, DIVISION OF YOUTH SERVICES TO STUDY AND DEVELOP PROPOSALS DESIGNED TO ENHANCE THE SUCCESS OF YOUTH RELEASED FROM JUVENILE CONFINEMENT FACILITIES.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

S/H

D

**S/H, 95-RK-4
THIS IS A DRAFT 3-JAN-95 17:07:53**

Short Title: Study/Release From Juvenile Confinement

(Public)

Sponsors: Senator Martin of Guilford and Representative Braswell

Referred to:

A BILL TO BE ENTITLED

**1 AN ACT TO REQUIRE THE DEPARTMENT OF HUMAN RESOURCES,
2 DIVISION OF YOUTH SERVICES TO STUDY AND DEVELOP
3 PROPOSALS DESIGNED TO ENHANCE THE SUCCESS OF YOUTH
4 RELEASED FROM JUVENILE CONFINEMENT FACILITIES. .**

5 The General Assembly of North Carolina enacts:

**6 Section 1. The Division of Youth Services in the Department of
7 Human Resources shall study and develop proposals designed to effectively
8 serve youth who are released from juvenile confinement facilities in a manner
9 that decreases the likelihood of readmission to juvenile confinement facilities or
10 incarceration within the Department of Correction.**

**11 Sec. 2. The study required by this act shall be presented to the
12 Minority Males Study Committee, if reauthorized, and the General Assembly
13 by December 31, 1995.**

**14 Sec. 3. This act becomes effective upon ratification.
15**



APPENDIX G

ACKNOWLEDGEMENTS

The Legislative Research Commission's Committee on Minority Males would like to thank all of those individuals who appeared before the committee to present information and/or comment on the status of minority males in North Carolina. Due to the volume of publications, reports and other information received by the Committee, supporting materials are not attached to this report. Copies of all documents, however, may be found in the Committee notebook on file in the Legislative Library.

The Minority Males Committee also wishes to express their appreciation to Roanoke-Chowan Community College, Fayetteville State University, and North Carolina A&T State University. Their hospitality and assistance made the Committee's regional meetings and public hearings possible.

Gratitude is also expressed to the non-legislative members of the study committee, Mr. Reginald Holley, Dr. Dudley Flood, Ms. Rhonda Raney and Dr. Otis Tillman. Their dedication and contribution to the work of the committee was invaluable.